2023 TESOL-Ukraine National Convention

TEACHING ENGLISH IN WARTIME: CHALLENGES AND OPPORTUNITIES FOR COMMUNITY BUILDING AND SOCIAL CHANGE

THE CONVENTION IS SUPPORTED BY REGIONAL ENGLISH LANGUAGE OFFICE, U.S. EMBASSY, UKRAINE

Book of Convention Papers

Lviv, May 26-28, 2023

It is recommended for publication by the Executive Committee of TESOL-Ukraine and the Organizing Committee of the 25th Annual TESOL-Ukraine Convention.

TEACHING ENGLISH IN WARTIME: CHALLENGES AND OPPORTUNITIES FOR COMMUNITY BUILDING AND SOCIAL CHANGE: Book of Convention Papers / Comp. O.Illenko, M.Tsehelska, Liliia Kuznetsova. – Lviv : ПП „Марусич", 2023. – 193 p.

The collection includes convention papers of the reports made at The Annual National TESOL-Ukraine Convention "Teaching English in Wartime: Challenges and Opportunities for Community Building and Social Change", that took place in Lviv on May 26-28, 2023. More than 200 teachers from the higher and secondary educational establishments of Ukraine participated in the work of the Convention. The reports presented at the Convention deal with a wide range of research problems in the spheres of linguistics, ELT methodology, CALL, literature studies, etc.

The publication is aimed at EFL professionals, researchers, students, post-graduate students, and at all those interested in the theoretical and practical aspects of teaching and learning English.

ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ В ВІЙСЬКОВИЙ ЧАС: ПРОБЛЕМИ ТА МОЖЛИВОСТІ ДЛЯ РОЗБУДОВИ ГРОМАДИ ТА СОЦІАЛЬНИХ ЗМІН: тези доповідей (англ. мовою) / Укл. О.Ільєнко, М. Цегельська, Л. Кузнецова. – Львів : ПП „Марусич", 2023. – 193 с.

Збірник тез доповідей Всеукраїнській конвенції TESOL-Україна "Викладання англійської мови в військовий час: проблеми та можливості для розбудови громади та соціальних змін «, яка відбулася у Львові 26-28 травня 2023р. У конвенції взяли участь пона 200 викладачів вищих і середніх навчальних закладів України. Доповіді відображають широкий спектр досліджень, які здійснюються науковцями та викладачами вищих і середніх навчальних закладів у галузі лінгвістики, лінгвометодики, комп'ютерної лінгвістики, лінгвометодики з впровадження новітніх інформаційних технологій, літературознавства тощо.

Видання розраховано на науковців, викладачів, студентів, магістрантів та аспірантів, які вивчають англійську мову та на широке коло зацікавлених осіб.

REMOTE TEACHING: IS IT A CHALLENGE OR A MUST?

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Modern technologies have produced a great impact on our lives in general, and foreign language teaching and professional training of future teachers in particular especially during the coronavirus pandemic and in the war time in Ukraine.

The research on incorporating digital literacies into English language classroom with the 1st year students has been carried out by a group of teachers in Zhytomyr Ivan Franko State University at the Institute of Foreign Philology.

The lesson conducted on the topic "Travelling" was aimed at developing learners' speaking production and interaction skills on the basis of cooperative approach; developing learners' ability to find and analyze information on the Internet and to advance online communication; encouraging learners' autonomy in their before lesson activities working with the text and new vocabulary in the learning platform (LMS) and participation in the project work on the basis of cooperative approach in breakout rooms. By the end of the lesson students were supposed to be able: to plan and discuss possible traveling itineraries for their foreign peers; to improve their digital culture, the ability to work with interactive online tools (Learning Apps, Wordwall, whiteboard Milanote), learning gaming platform Kahoot, media creation platform Genially; to perform review quiz and participate in warming up activities independently. Before the lesson learners were supposed to read the text given, work with elicited vocabulary and do the text-based tasks to check the understanding and practice vocabulary in the flipped format on the learning platform (LMS). During the lesson we expected learners to take part in the warming up activities on the basis of a video, to revise the vocabulary by means of a game-based learning platform Kahoot, to develop the production and interaction speaking skills during the video conference in the main and breakout rooms and to do the project-based task. After the lesson the students were supposed to make up a list of tourist attractions in their city/town and prepare a video-review for their foreign peers about highlights of their city.

The lesson started with warming up activity: watching the video "If I have unlimited time and money" and matching the speakers to their preferences using online learning tool Learning Apps. Then learners commented on the trip they would make if they had unlimited time and money. After warming up students performed the review quiz using game-based learning platform Kahoot on the vocabulary they learned independently. Then learners grouped up with their peers in accordance with hidden pictures of three countries (Ukraine, the USA, the UK) and commented on the sights in them using interactive online tool Wordwall. The students worked in breakout rooms on a project of a possible itinerary in the country of their choice (Ukraine/The USA/The UK) using the digital whiteboard Milanote and the Resource Bank (created with Genially). Then learners presented the projects to the class. While watching the peers' projects students expressed their feelings using Zoom reactions.

It is worth noting that the students learned a great deal from the lesson. For example, their skills of autonomous learning working in a flipped format on the platform (LMS) were improved; the lexis which they learned independently was recycled; their speaking production & interaction skills in different modes of teaching and learning was practiced; their creative skills & the skills of critical thinking were demonstrated; their abilities of remote learning were upgraded.

In conclusion, the knowledge and skills of remote teaching in the English classroom is a must for an English teacher of a new generation and we should do our best to encourage learners' autonomous use of various digital tools and learning apps both in face-to-face and remote teaching.

References:

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PHRASAL VERBS IN BORDER GUARDS' DISCOURSE

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Phrasal verbs are an important part of the English language and are commonly used in everyday speech. A phrasal verb is a combination of a verb and one or more particles that form a single semantic unit. The particles in a phrasal verb can change the meaning of the verb entirely. The particle(s) can be either an adverb or a preposition. They are added to the main verb to create a new meaning. For example, the verb «get» can be combined with the preposition «off» to create the phrasal verb «get off», which means to exit or leave a vehicle or platform. The post-verb elements in phrasal verbs often indicate the direction or intensity of the action. For example, the particle «up» is often used to indicate an increase in the intensity of the action, as in the phrasal verb «speed up», which means to increase the speed of something. The particle «down» is often used to indicate a decrease in the intensity of the action, as in the phrasal verb «turn down», which means to refuse something. There are two types of phrasal verbs: separable and inseparable. Separable phrasal verbs can be separated by the object of the sentence, while inseparable phrasal verbs cannot. For example, «turn off» is separable, as in «turn off the lights», but «look after» is inseparable, as in «I will look after the luggage».